DOCUMENT RESUME

ED 446 784 JC 000 722

TITLE	Access and Success for System Goals for People of Color in Washington Community and Technical Colleges: Sixth Progress Report.
INSTITUTION	Washington State Board for Community and Technical Colleges, Olympia.
REPORT NO	SBCC-RR-00-01
PUB DATE	2000-09-00
NOTE	10p.
PUB TYPE	Reports - Research (143)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Academic Achievement; *Access to Education; *Community Colleges; *Institutional Evaluation; *Minority Groups; Organizational Objectives; *Technical Institutes; Two Year Colleges
IDENTIFIERS	*Washington Community and Technical Colleges

ABSTRACT

In May of 1993 the Washington State Board for Community and Technical Colleges adopted a goal related to the participation and success in college of faculty, staff, and students of color. Since that time staff have provided periodic progress reports on these original goals and their related indicators. This sixth progress report follows in that tradition. A review of the indicators suggests colleges are providing equitable access to college for students of color in general. The access ratio for all groups of color ranges from 1.12 to 1.61, substantially above parity at 1.00 for overall enrollment, including basic skills. The college-level access ratio is high for Asian/Pacific Islander, African American, and Native American but is slightly below parity for Latino/Hispanics. Latino/Hispanic students' access, however, has improved significantly. The basic skills rate for students of color is below that of whites. The system is not having success in improving student progress in college-level classes for students of color or for white students. Of those students retained, rates for transfer and completion in high wage job preparatory programs have improved for students of color. The diversity of faculty, though much less than the diversity of the student population, continues to outpace the rate of growth of student diversity. (Author/VWC)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 446 784

Research Report
No. 00-01

Washington State Board for Community and Technical Colleges

ACCESS AND SUCCESS FOR SYSTEM GOALS FOR PEOPLE OF COLOR IN WASHINGTON COMMUNITY AND TECHNICAL COLLEGES: SIXTH PROGRESS REPORT

September 2000

In May of 1993 the State Board for Community and Technical Colleges (SBCTC) adopted a goal related to people of color participation and success. Since that time staff have provided periodic progress reports on these original goals and their related indicators. This sixth progress report follows in that tradition. The indicators in this report are designed to monitor progress related to the system diversity goal which states: ***Community and technical college programs will serve as the key point of entry into higher education for tens of thousands of people of color and new immigrants to Washington State.***

Summary of Findings

A review of the indicators suggests colleges are providing equitable access to college for students of color in general. The access ratio for all groups of color ranges from 1.12 to 1.61, substantially above parity at 1.00 for overall enrollment, including basic skills. The college-level access ratio is high for Asian/Pacific Islander, African American and Native American but are slightly below parity for Latino/Hispanics. Latino/Hispanic students' access, however, has improved significantly. The basic skills rate for students of color is below that of whites. The system is not having success in improving student progress in college-level classes for students of color or for white students. Of those students retained, rates for transfer and completion in high wage job preparatory programs have improved for students of color. The diversity of faculty, though much less than the diversity of the student population, continues to outpace the rate of growth of student diversity.

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
L Seppanen
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

BEST COPY AVAILABLE

Table I
Summary of Goals and Indicators

Goal	Indicator	Status
Enrollment Diversity	A. Ratio of percentage of students of color to percentage of population of color (all ages).	Access rates are high for all.
	B. Ratio of percent of college-level students of color to percent of people of color.	Access rates at or above parity for all, with lowest rate for Latino/Hispanics.
Student Success	C. Basic skills rate for students of color at parity with whites.	Baseline in 1998-99 show students of color rate below whites.
	D. College-level substantial progress rates for students of color at parity with average.	Disparity in progress rates continues without improvement.
	E. Percentage of completions in high wage occupations for students of color at parity with average.	Rates have improved for all students of color. Rates continue below the average, however, for African and Native American students.
	F. Transfer rates for students of color at parity with average.	Rates for African and Native American and Latino/Hispanics, though improved, continue below the average.
Employment Diversity	G. Percent of staff of color compared to state population of color.	Faculty diversity is increasing at a slightly faster rate than the state population. The same applies for exempt and classified staff in the current year.

This report provides data for the system on each of the indicators. See Technical Report 98-1 for information on availability of data for these same indicators by college. Contact Paula Knittle at (360-586-9107) or email at pknittle@sbctc.ctc.edu for a copy of the technical report.

I. ENROLLMENT DIVERSITY

Goal I: The makeup of the colleges' student bodies and staffs will reflect the diversity of the population in the communities they serve.

Indicator A: Ratio of percent of all state supported students to percent of population by race and ethnic group.

Indicator B: Ratio of percent of workforce training and transfer oriented students (college-level students–state funded) to percent of population by race and ethnic group.

Enrollment, All Students: Table II shows that colleges enroll students of color, of all ages, at high rates. Compared to the total population, the overall campus enrollment is more diverse. The last four years have been marked by a substantial increase in Latino/Hispanic enrollments such that the percent of students who are Latino/Hispanic is higher than the percent in the state population (8.2 percent versus 6.2 percent in the population).

Table II
Students by Race and Ethnic Background, All State Supported
Fall Quarter

	1993	1994	1995	1996	1997	1998	1999
White	131,769	128,789	122,217	121,157	118,856	120,680	123,989
African American	6,513	6,762	6,704	6,628	6,959	7,014	7,438
Asian/Pacific Islander	13,624	14,033	14,311	13,876	14,444	14,492	14,888
Latino/Hispanic	6,688	7,240	7,914	9,879	10,836	12,523	13,619
Native American	3,161	3,200	3,015	3,152	3,245	3,250	3,125
Other Race	1,036	903	1,207	1,808	2,681	2,923	3,167
Total Reporting, Excluding International Students	162,791	160,927	155,368	156,500	157,021	160,882	166,226
Students of Color	31,022	32,138	33,151	35,343	38,165	40,202	42,237
% Students of Color	20.3%	21.0%	21.3%	22.6%	24.3%	25.0%	25.0%
State Population % People of Color	14.8%	15.4%	15.8%	16.0%	16.3%	16.5%	16.7%
Not Reporting Race or Ethnic Background	12,654	11,268	13,490	15,768	13,986	15,931	15,128
International Students	NA	363	432	450	407	452	388

Table III
Access Ratio, All State Supported Students
Fall Quarter

	1999		
	% of Total Students	% of Total Population	Access Ratio (1.00 is Parity)
White	74.6%	83.3%	0.90
African American	4.5%	3.2%	1.41
Asian/Pacific Islander	9.0%	5.6%	1.61
Latino/Hispanic	8.2%	6.2%	1.32
Native American	1.9%	1.7%	1.12
Other Race	1.9%		

Table IV
Asian/Pacific Islanders, All State Supported

	1993	1994	1995	1996	1997	1998	1999	1998 to 1999 % Change
Vietnamese (619)	3,458	3,952	4,280	4,241	4,033	3,541	3,289	-7%
Filipino (608)	1,774	2,016	2,013	2,153	2,231	2,367	2,597	10%
Chinese (605)	1,918	1,988	1,994	2,039	2,225	2,338	2,321	-1%
Korean (612)	1,498	1,578	1,738	1,702	1,925	2,002	2,112	5%
Japanese (611)	932	974	869	880	849	940	928	-1%
Other Asians/Pacific Islanders	4,044	3,545	3,417	2,861	3,181	3,304	3,641	10%
Total	13,624	14,053	14,311	13,876	14,444	14,492	14,888	3%

Source: SBCTC Data Warehouse where Ethnic = 1 and Census Race = codes in ( ).
Note: Excludes international students.

Enrollment, College-Level: With the exception of Latino/Hispanic students, students of color also have high rates of participation in college-level courses. That is, when students enrolled for basic skills purposes are excluded, the access ratio remains at or above 1.00. In fall 1993 the student population enrolled at the college-level (workforce education and transfer purposes) was 17 percent students of color. Today 21 percent of the college-level students are students of color. Latino/Hispanic population and enrollment growth has been the most dramatic. In 1993 the state population was 4.7 percent Latino/Hispanic. Today 6.2 percent of all people in Washington are Latino/Hispanic. College-level enrollment was 3.6 percent Latino/Hispanic in 1993. Today the rate is 6.1 percent Latino/Hispanic. Thus the access ratio (relationship of percent of students to percent of population) is at or near 1.00, up from .76 in 1993.

Table V
Ratio of % College-Level Students of Color to % State Population (Access Ratio)
Fall 1999

	College-Level					
	Workforce	Transfer	All	% of Total	Washington Population	Access Ratio (1.00 is parity)
African American	3,517	2,566	6,083	4.7%	3.2%	1.47
Native American	1,443	995	2,438	1.9%	1.7%	1.11
Asian American	6,081	5,104	11,185	8.7%	5.6%	1.55
Latino/Hispanic	4,828	2,890	7,718	6.1%	6.2%	0.98
Total of Color	15,869	11,555	27,424	21.3%	16.7%	1.28

Table VI
Fall Trends in College-Level Access Ratios

	1993	1994	1995	1996	1997	1998	1999	7-Year Change
African American	1.28	1.33	1.37	1.33	1.40	1.41	1.47	15%
Native American	1.21	1.24	1.24	1.30	1.29	1.28	1.11	-8%
Asian American	1.66	1.58	1.59	1.50	1.53	1.52	1.55	-6%
Latino/Hispanic	0.76	0.72	0.78	0.89	0.93	1.01	0.98	29%

Source: SBCTC Data Warehouse, OFM Postcensal Population Estimates.

RETENTION

Goal II: Advising and counseling services will meet the unique needs of students of color and immigrants, many of whom face difficult economic and language barriers.

Indicator C: Basic skills rate for students of color compared to the rate for whites. The basic skill rate is calculated by dividing the total number of students with gains of at least one competency level in one subject area by the total number of students taking basic skills courses (12 hours or more).

Indicator D: Substantial progress and early leaving rates for students of color compared to the average rate. The substantial progress rate is calculated by dividing the number of degree-seeking students who enroll four or more quarters by the number who started two years earlier with the declared interest in staying at the college until degree completion. The early leaving rate represents the number of students with degree intentions who enrolled for only one quarter and did not return to college anytime during the following two years.

Indicator E: Percent of targeted student populations who attain a degree or certificate in high wage occupations. High wage occupations are those where the typical completer earned $11.50 an hour or more.

Indicator F: Percent of targeted student populations who transfer to four-year colleges compared to the percent of all student transfers. Measures are based on transfer within Washington State for students with a transfer intent (in their last quarter of enrollment) who completed at least 30 credits before leaving the college. Only students who started new to the college are considered in the transfer rate. Students are regarded as having transferred if they enroll at a four-year institution anytime in the subsequent four-year period.

Basic Skills Rate: The basic skills rates show what percent of all students enrolled in adult basic education (ABE) or English as a Second Language (ESL) instruction make substantive skills gain during the year. This rate was first measured in 1998-99 at 37 percent. The colleges have a long-term goal of improving the rate to 80 percent. Examples of substantive skills gain are:

- An ABE student, able to write simple sentences and provide basic information on forms at the start of classes, is now able to write in paragraphs as part of short reports or informal memos.
- An ESL student, who at the start has the ability to recognize simple English words, is now able to read and understand English information on everyday topics to meet basic needs.

White students have the highest basic skills rate at 42 percent, with all students of color at lower rates. Latino/Hispanic students have the lowest basic skill rate at 28 percent. The rate will be measured again at the end of 2000-01. The colleges, in **The Washington State Plan for Adult and Family Literacy** 1999 (available online at http://www.sbctc.ctc.edu/Board/Educ/ABE/stateplan.htm), are committed to a goal of improving the performance for students of color.

Substantial Progress Rate: To account for stop-out patterns and the diversity of student objectives, SBCTC uses as a measure of student retention the progress made by the sub-group of students who enroll for the purpose of obtaining an associate degree. SBCTC measures degree-seeking student progress by the number of quarters enrolled over a two year period:

BEST COPY AVAILABLE

- **Substantial Progress:** Students with degree plans graduating or attending four or more quarters over the two-year period.
- **Some Progress:** Students with degree plans attending two or three quarters over the two year period.
- **Early Leavers:** Students with degree plans attending only the first quarter and not returning in two years time.

Student progress patterns have remained relatively unchanged over time. About 15 to 16 percent of full-time students are early leavers and 56 to 57 percent graduate or make substantial progress toward their degree in two years. About 40 percent of part-time degree seeking students are early leavers and about 32 percent graduate or make substantial progress toward their degree. Typically a student must enroll for six or more quarters to complete the degree.

Students of color, with the exception of Asian and Pacific Islander students, have lower rates of substantial progress and a higher rate of early leaving than whites. The pattern has remained unchanged over the years. Rates are lowest for African American and Native American students.

High Wage Occupation: Some 38 percent of all vocational programs lead to jobs where half the completers[1] earn more than $11.50 an hour. These are regarded as high wage occupational programs compared to the middle and lower wage programs, each of which account for about a third of the completers.

The high wage occupational areas as of 1998 were: Dental Hygienist ($33)[2], Associate Degree Nursing ($18), Medical X-ray ($16), Physical Therapy ($16), Paramedic, EMT, Operating Tech ($14), Medical Lab Technology ($14), Engineering Tech ($14), Industrial Tech ($13), Practical Nurse ($13), Computer Maintenance Tech ($13), Electronics Tech ($13), Electronics Equipment Repair ($13), Transportation Operators ($12), Machinist ($12), Occupational Therapy ($12), Welding ($12).

The low wage occupational areas as of 1998 were: Veterinarian Assistant ($10), Culinary Arts ($10), Administrative Support ($10), Marketing and Sales ($10), Agriculture, Forestry, Fisheries ($10), Education and Social Services ($10), Nursing Assistant ($8), Early Childhood Education ($8), Cosmetology ($8).

African American and Native American students completing vocational programs are less likely than whites to be completers in the higher wage occupational areas. The pattern has improved for all groups of color however.

Table VII
% of Completers from High Wage Occupational Programs
By Exit Year

	95-96	96-97	97-98	98-99	Gap From Average
Asian/Pacific Islander	34%	33%	40%	45%	+7%
African American	29%	33%	28%	30%	-8%

[1] Completers include graduates with degrees and certificates, completers from unique programs (Exit Code 9), and those who leave programs with 45 or more vocational credits.

[2] Amount in () designates median earnings for 1997-98 completers from all community and technical colleges combined.

Latino/Hispanic	35%	35%	38%	38%	0%
Native American	25%	30%	29%	35%	-3%
Of Color	32%	33%	35%	38%	0%
White	37%	38%	38%	38%	0%
Average	36%	37%	38%	38%	

Transfer: Transfer rates have improved for students of color exclusive of Asian/ Pacific Islanders. Rates continue to be lowest for transfer-oriented African American students. To some extent the variation shown in the chart reflects year-to-year variability in availability of data from independent colleges.

Table VIII
Transfer Rate for Students New to College
Measured Within Four Years of Entry*

	1990	1991	1992	1993	1994
Asian American/PI	60%	48%	52%	50%	47%
African American	21%	26%	26%	29%	34%
Native American	35%	32%	33%	34%	40%
Latino/Hispanic	38%	40%	39%	42%	42%
White	48%	45%	46%	48%	47%
Average	48%	44%	45%	47%	47%

* Rate calculated only for students completing 30 credits at the college and with a transfer intent at the time of leaving college.
Note: The 1994 cohort captures transfer up to and including fall 1998.
Data for fall 1999 become available in fall 2000.

II. EMPLOYMENT

Goal III: Colleges' personnel practices will ensure that the faculty and staffs of the colleges reflect the ethnic and racial diversity of the state's population.

Indicator G: Relationship of percentage of faculty and staff of color and to the percentage of people of color in Washington.

Consistent with Governor's Executive Order 93-07, each college completes an annual report of their affirmative action strategies, goals and progress. After review and approval by each Board of Trustees, these reports are submitted to the Governor's Affirmative Action Policy Committee. That group, which includes representatives of the various affirmative action affected groups, reviews and comments on each affirmative action plan. This review process assures that the leaders of colleges, including the Boards of Trustees, annually review their personnel practices to ensure that efforts are sufficient to recruit and hire staff and faculty of color.

BEST COPY AVAILABLE

Colleges are hiring an increasingly diverse staff. The full-time faculty of color percentage has kept pace with growth in the population of color. However, there is evidence that the pool of potential faculty is more diverse than the actual hires in Washington. Nationwide, 20 percent of the full-time faculty in two-year institutions were of color in fall 1997, up from 15 percent in 1992.

Classified staff are more diverse than the state population. Exempt staff trailed the state population of color in most years, but is currently increasing at a rate that, if continued, will meet the diversity of the state's population.

Table IX
Percent of Employees and Washington State Population of Color
Community and Technical Colleges--State Funded

Fall Quarter	Washington Population	Full-time Faculty	Part-time Faculty	Classified Support	Administrative/ Exempt Professional
1993	14.8%	9.8%	7.4%	16.6%	15.1%
1994	15.4%	10.3%	7.1%	17.2%	14.7%
1995	15.8%	10.7%	6.9%	17.8%	15.5%
1996	16.0%	11.0%	7.9%	18.6%	15.3%
1997	16.3%	11.5%	8.1%	18.9%	13.9%
1998	16.5%	12.6%	8.7%	19.5%	14.4%
1999	16.7%	12.7%	9.0%	20.0%	15.0%